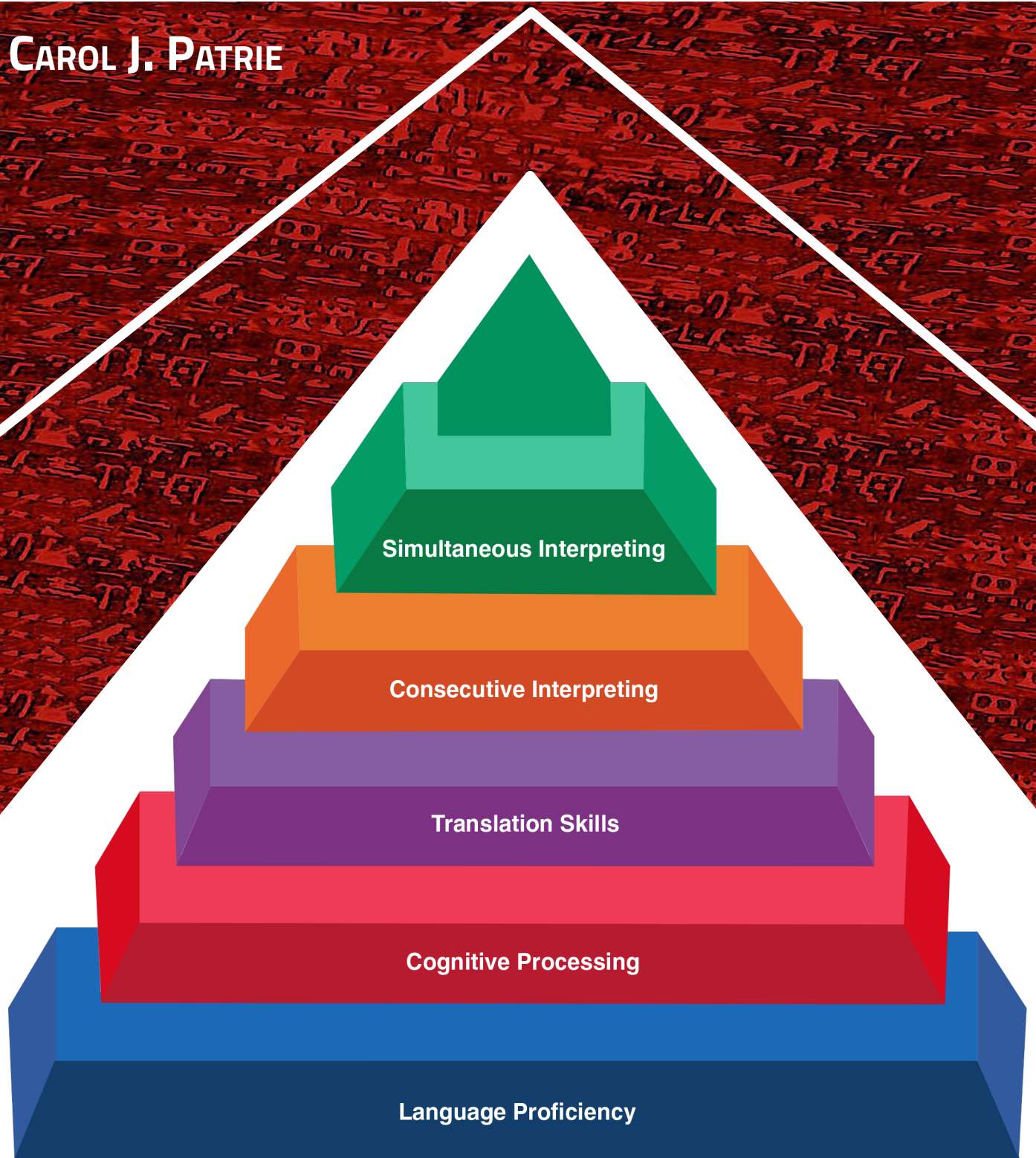


THE EFFECTIVE INTERPRETING SERIES

COGNITIVE PROCESSING SKILLS IN ASL

CAROL J. PATRIE



COGNITIVE PROCESSING IN ASL (3 CR)

Note to teachers:

This sample syllabus is for a 14-week, 3 credit semester and assumes class meetings of 3 hours per week either in one session, or two sessions of 90 minutes each or some other combination resulting in 45 contact hours. Feel free to adapt this to your needs including adding specific dates, additional assignments and evaluations. Insert your own contact information, office hours, grading policy, rubric, and other items as required by your department or university. All page numbers refer to the student study set, rather than the Teacher's Guide. Weeks 13 and 14 are intentionally light in content to allow flexibility in scheduling or for the instructor to add other material and exercises related to the topic.

There is no Five-Step Follow-up for this book. Instead, students are encouraged to reflect on their work in journals and discussions.

Fingerspelled Word Recognition through Rapid Serial Visual Presentation (2011). Patrie, C and Johnson R.E. DawnSignPress. San Diego is shown as a required text and exercises appear throughout the course to emphasize the importance of fingerspelled word recognition in ASL comprehension. Instructors may opt to not include this textbook in the course.

Cognitive Processing in ASL may also be used for Independent Study for RID CMP CEU's. Just contact an RID approved sponsor to get started.

COURSE DESCRIPTION

Cognitive processing skills underlie some of the more complex aspects of simultaneous interpreting. This 3-credit course focuses on developing specific cognitive processes through a combination of lecture, discussion and skill-building. Topics include ASL comprehension, memory, immediate and delayed repetition, fingerspelled word recognition, number comprehension in ASL, and pattern inference in ASL. This course can be taken at the same time as Cognitive Processing in English and before or after English Skills Development and ASL Skills Development. These four courses serve as pre-requisites for Translation. This course is conducted in ASL and all assignments are to be completed using ASL, including all study questions, with the possible exception of a reflection journal which may be in written English if the instructor so directs.

Text and materials

Required:

Text: Patrie, C. J. (2016). *The Effective Interpreting Series: Consecutive Interpreting* DawnSignPress. San Diego.

Each student must also have:

Access to a video recording device and high-speed internet

A way to store video recordings.

Access to a computer and printer for completing assignments.

Suggested:

Text: Patrie, C. J, and Johnson, R. E. (2011). *Fingerspelled Word Recognition through Rapid Serial Visual Presentation*. San Diego.

Meeting times and location

Instructor contact information

Plagiarism Policy

Civility policy

COURSE OBJECTIVES

- 1) Correctly use terms associated with cognition and cognitive processing.
- 2) Develop comprehension of ASL features including locating utterance boundaries, cohesion, prosody and distant cohesion.
- 3) Improve comprehension of ASL grammar above the nose, referencing, and ASL grammar below the nose.
- 4) Improve ASL comprehension: fingerspelled word recognition through using Rapid Serial Visual Presentation exercises.
- 5) Develop awareness of the importance of memory in regard to the interpretation process.
- 6) Comprehend fingerspelled words and numbers as presented in ASL discourse.
- 7) Demonstrate the ability to utilize immediate, delayed and specific lexical repetition skills.
- 8) Demonstrate effective use of inference in ASL.

Grading:

Teachers can devise grading systems to include:

Completion of assignments

Completion of work by due date

Assessments can be administered every two weeks or less frequently, as desired.

Assessments should ideally fall into two categories.

Skill

Knowledge

Instructors can request that students keep a journal reflecting on their progress in the course and submit the journal weekly or bi-weekly to help the instructor gauge progress and understanding of student progress.

Instructors can have students review the longest exercise in each unit and assign grades to themselves along with a rationale for the decision. This approach allows instructors to see how students are thinking about the work and offer guidance accordingly.

Creating a rubric will be helpful for you and your students.

WEEKLY SCHEDULE

Introduction and Course Orientation

WEEK 1

- 1)** Review the Syllabus and Course Schedule
- 2)** Lecture and discussion *Introduction to Cognitive Processing in ASL*
 - a.** The importance of ASL skills for interpreters
 - b.** What are cognitive processing skills?
 - c.** Terms for this course
 - d.** How to use the textbook, submit homework and use the tracking sheet.
- 3)** Instructor led in-class activity: Ex1.1 “My Role Model” (p. 17)
 - a.** How to do the exercise and respond to the study questions
- 4)** Homework:
 - a.** Read Unit 1
 - b.** Complete Ex.1.2 *How to Make a Mirror*. (p. 19)
 - i.** Be sure to answer all study questions and submit your work as directed.
 - c.** Determine how you will record your reflections during this course. The language used for reflections is determined in agreement with your instructor. Plan to make an entry into your journal at least once per week.
 - i.** In ASL and stored on video
 - ii.** In written English using Word.

WEEKLY SCHEDULE

Unit 1: Comprehension of ASL Lexicon

WEEK 2

- 1) Welcome and warm-up.
- 2) Discussion of topics from Unit 1.
- 3) Instructor demonstrates the three components of *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* (Patrie & Johnson) with an emphasis on the computer program and template building process. Understanding fingerspelled word is part of understanding ASL lexicon.
- 4) Discussion of Ex 1.1. and Ex 1.2.
 - a. Challenges
 - b. Successes
 - c. Take aways
- 5) In-Class: Ex1.3 *Trunk to Coffee Table*.
 - a. Review Ex. 1.3 In small groups, study the passage to be sure you understand each fingerspelled word and each classifier. Practice each fingerspelled word and classifier until you can produce them easily and correctly. Consult with other groups to see if everyone has the same understandings of the message.
- 6) Discussion
 - a. Challenges
 - b. Successes
 - c. Take aways
- 7) In-class time for reflection journal
- 8) Homework:
 - Read Unit 2. Comprehension of ASL Discourse
 - a. Look over the exercises but do not do them yet.
 - b. Reflection on Ex 1.3 if not completed in-class.
 - c. Fill in tracking sheet.
 - d. Optional: Lessons 1–5 in *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program.

WEEKLY SCHEDULE

Unit 2: Comprehension of ASL Discourse

WEEK 3

- 1) Welcome and warm-up
- 2) Discussion of work and experiences so far:
 - a. Challenges
 - b. Successes
 - c. Take aways
- 3) Review Unit 1 as needed
- 4) In-Class Discussion: Comprehension of ASL Discourse
- 5) In-Class Large Group: Exercise 2.1 *Summer on the Farm* (p. 29)
 - a. Phrase by phrase discussion of *Get to Know the Signer* and *Summer on the Farm*
- 6) Homework:
 - a. Exercise 2.1 *Summer on the Farm* (p. 29)
 1. Review the entire passage
 2. Answer the Study Questions and submit as directed.
 3. Reflection Journal for this exercise
 - b. Lessons 6–10 in *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program.

WEEKLY SCHEDULE

Unit 2: Comprehension of ASL Discourse

WEEK 4

- 1) Warm-up: What are your challenges and take aways from last week?
- 2) Discussion of Study Questions for Ex. 2.1
- 3) In-Class Activity: Select a partner and go through Exercise 2.2 *Family Vacation* (p. 34) phrase by phrase to ensure comprehension. Check with other groups or instructor as needed for assistance.
- 4) Discuss each video capture and demonstrate the grammatical features shown in each.
- 5) In-Class: In Large Group Discussion: Study Questions for Ex. 2.2
- 6) In-Class Activity: Select a partner and go through Ex. 2.3 *My Garden* (p. 39) phrase by phrase to ensure comprehension. Check with other groups or instructor as needed for assistance.
- 7) Discuss each video capture and demonstrate the grammatical features shown in each. Pay close attention to fingerspelled word recognition in context. Use the list provided to help you.
- 8) Homework:
 - a. Answer the Study Questions for Ex. 2.2 and submit as directed.
 - b. Answer the Study Questions for Ex. 2.3 and submit as directed.
 - c. Read Unit 3.
 - d. Fill in tracking sheet for Unit 2.
 - e. Lessons 11–15 in *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program.

WEEKLY SCHEDULE

Unit 3: Memory and Immediate Repetition

WEEK 5

- 1) Warm-up: What are your challenges and take aways from last week?
- 2) Discussion of Study Questions for Ex. 2.2 and Ex. 2.3
- 3) Allow additional time for discussion and questions about Ex. 2.3.
- 4) Discussion: Memory and The Role of Memory in the Interpretation Process
- 5) Instructor led examination and discussion of Ex. 3.1 *Vegetarian Viewpoint* (p. 53) including discussion and demonstration of all video captures
- 6) In-Class: Ex. 3.2 Get to Know the signer (p. 55) including all Study Questions for Get to Know the Signer. 01
- 7) Homework:
 - a. Ex. 3.2 The *Last Yellow Rose* Answer Study Questions and submit as directed.
 - b. Fill in tracking sheet for Unit 3.
 - c. Read Unit 4
 - d. Lessons 16–20 in *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program.

WEEKLY SCHEDULE

Unit 3: Memory and Unit 4: Immediate Repetition

WEEK 6

- 1) Warm-up: What are your challenges and take aways from last week?
- 2) Discussion of any questions related to Ex. 3.1 or Ex.3.2.
- 3) In-class group activity: Ex. 3.3 Get to Know the Signer – ensure comprehension.
- 4) In-class individual work: Ex. 3.3 *I Learned Something* (p. 58) including all Study Questions. Submit as directed.
- 5) Summary and review of Review Units 1–3
- 7) Midterm Assessment Units 1–3 – Instructor prepared assessment combining skill and knowledge.
- 9) Homework: Lessons 16–20 in *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program.

Unit 4: Immediate Repetition

- 1) Instructor led discussion The role of immediate repetition in the interpretation process.
- 2) In-class activity: Ex. 4.1 *Autobiography* (p. 69) - practice immediate repetition, record the work, then answer Study Questions.
- 3) Class discussion on immediate repetition experience.
- 4) Homework:
 - a. Repeat Ex. 4.1 record and submit as directed.
 - b. Ex. 4.2 *My Involvement in Black Deaf Student Union* (p. 70). Do not preview the selection.
 - c. Ex 4.3 *Honey-Glazed Carrots* (p. 72) record and submit as directed. Do not preview the selection.

WEEKLY SCHEDULE

Unit 4: Immediate Repetition

WEEK 7

- 1) Warm-up: What are your challenges and take aways from last week?
- 2) Discussion of Study Questions for Ex. 4.2 and Ex. 4.3
- 3) Review Midterm Assessment Results
- 4) In-class activity:
 - a. Use *The Last Yellow Rose* for immediate repetition. Record.
 - b. Use My Garden for immediate repetition. Record
 - c. Class discussion: compare performance on 'warm' and 'cold' material.
 - d. What role does comprehension play in immediate repetition?
- 5) Class time provided for reflection journals or completing assignments.
- 6) Teacher devised activity such as team building and or assessments.
- 7) Homework:
 - a. Complete tracking sheet for Unit 4
 - b. Read unit 5
 - c. Lessons 21–25 in *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program.

WEEKLY SCHEDULE

Unit 5: Delayed Repetition

WEEK 8

- 1)** Warm-up: What are your challenges and take aways from last week?
- 2)** In-Class Discussion:
 - a.** The Role of Delayed Repetition in the Interpretation Process
 - b.** Gile's Effort Model of Interpreting
- 3)** Instructor guided: Ex. 5.1 *Easy Lasagna* (p. 80).
 - a.** Show students where video indicates when to start delayed repetition
 - b.** Practice without recording.
 - c.** Discuss differences and similarities between immediate and delayed repetition.
 - d.** Repeat Ex. 5.1 in-class and record.
 - e.** Select any passage from Units 1–4 and use class time to practice delayed repetition
- 4)** Homework:
 - a.** Complete Study Questions for Ex. 5.1
 - b.** Ex. 5.2 record and submit as directed, including Study Questions
 - c.** Lessons 26–30 in *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program.

WEEKLY SCHEDULE

Delayed Repetition and Cognitive Processing

WEEK 9

- 1) Warm-up: What are your challenges and take aways from last week?
- 2) Instructor led discussion:
 - a. How does delayed repetition tap into the skills practiced in Units 1–4?
 - b. Discussion of monitoring own output, gaining or regaining control of the repetition process, managing stress, managing distraction.
- 3) In-class practice of immediate and delayed repetition using materials of instructor's choice.
- 4) Discuss how practice and familiarity with the process affect performance.
- 5) Homework:
 - a. Review in-class work
 - b. Reflection Journal
 - c. Complete tracking sheet for Unit 5.
 - d. Read Unit 6.
 - e. Lessons 31–36 in *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program.

WEEKLY SCHEDULE

Unit 6: Fingerspelled Word Recognition and Number Recognition in ASL

WEEK 10

- 1)** Warm-up: What are your challenges and take aways from last week?
- 2)** Instructor led discussion.
 - a.** Fingerspelled Word Recognition and Number Recognition in ASL
 - b.** *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program – reactions so far and discussion
 - c.** How Anxiety Affects Fingerspelled Word Recognition
 - d.** Templates in Fingerspelled Word Recognition
 - e.** How do students and interpreters react to fingerspelling and numbers in ASL?
- 3)** In-class activity: Group analysis of Ex 6.1 *The Football Pool* (p. 102).
 - a.** Instructor leads activity to ensure full comprehension of passage, pointing out specific features and instructing students on how to carefully examine an ASL passage.
- 4)** Group Discussion:
 - a.** Student experiences during group analysis of Ex. 6.1
 - b.** Discuss responses to Comprehension Questions 1–5.
- 5)** In-class activity: Individual work on study Question 6 and 7.
- 6)** Homework:
 - a.** Record and submit answers to Study Questions for Ex. 6.1
 - b.** Re read Unit 6.
 - c.** Lessons 36–37 on *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program

WEEKLY SCHEDULE

Focus on Numbers in ASL

WEEK 11

- 1) Warm-up: What are your challenges and take aways from last week?
- 2) Discussion: What are the differences between fingerspelled word recognition and number recognition?
- 3) Additional practice on *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program and template building process.
- 4) In-class activity: Pairs work on Ex. 6.2 including Get to Know the Signer and work on Study Questions 1–5.
- 5) In-class activity: Individually work on Ex. 6.3 including Get to Know the Signer and work on Study Questions 1–5.
- 6) Homework:
 - a. Ex. 6.2 Complete Study Question 7
 - b. Ex 6.3 record and submit as directed.
 - c. Complete Tracking Sheet for unit 6.
 - d. Read Unit 7.
 - e. Lessons 38–40 on *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program

WEEKLY SCHEDULE

Unit 7: Pattern Inference in ASL

WEEK 12

- 1)** Warm-up: What are your challenges and take aways from last week?
- 2)** Discussion: What is pattern inference in in ASL and why is it important?
- 3)** Discussion: how do word level and phrase level pattern inference differ and why are they important?
- 4)** In-Class Activity: Lexical substitution in ASL. Introduced by instructor. Students record their work. 7.1 “How to Make a Sandwich” (p. 115)
- 5)** Large Group Activity: Discuss experiences with 7.1
- 6)** Homework:
 - a.** Exercise 7.2 “I’m Deaf not Blind” (p. 118)
 - b.** Lessons 41–42 on *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program.

WEEKLY SCHEDULE

Ambiguity

WEEK 13

- 1) Warm-up: What are your challenges and take aways from last week?
- 2) Discussion of ability to tolerate ambiguity. Find examples.
- 3) In-class activity: Ex. 7.3 *Room Key*.
- 4) Homework:
 - a. Lessons 42–43 on *Fingerspelled Word Recognition through Rapid Serial Visual Presentation* computer program
 - b. Fill in tracking sheet for Unit 7.
 - c. Review Units 1–7 and bring questions to class on skill development and or theory.
 - d. Students work in pairs to summarize and lead discussion on specific units. Students can present their summaries using PowerPoint. Include challenges and questions.

WEEKLY SCHEDULE

Wrap Up

WEEK 14

- 1)** Student led review of Units 1–7.
- 2)** Instructor created cumulative skill assessment (skills and knowledge).
- 3)** In-class time for student reflection journal completion.
 - a.** Challenges
 - b.** Successes
 - c.** Take aways

If you have questions or would just like to talk about using EIS, contact
Carol Patrie at **effectiveinterpretingseries@gmail.com**



DAWNSIGNPRESS
Quality Interpreting Materials
www.dawnsign.com